



Investigating the Relationship between Early Maladaptive Schemes and Parenting Styles among Women Referring to Zabol Health Centers

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Abstract: *Introduction: Adolescence is the best period in life to rebuild psychosocial aspects. The formation of personal goals, values and beliefs is influenced by a variety of social contexts, such as within the family, school, and other groups in which teenagers grow. Parenting styles "are a combination of parents' behaviors that occur in a wide range of situations and create a barren parenting environment. The purpose of the present study is to examine the relationship between the early maladaptive schemas and parenting styles among women referring to Zabol Health Care Centers. Methodology: This study was a descriptive and correlational study. The statistical population of this study was women referring to health centers in Zabol. The sample size of this study was 330 women referring to health centers in Zabol. The sampling is random. Two questionnaires were used to collect information from the questionnaire in order to measure the early maladaptive schemas and parenting styles. The questionnaire used in the study was completed by the researcher by interview method. It should be noted that before the completion of the questionnaire, oral explanations were provided to the respondent in order to complete the research process and its objectives, and with full satisfaction enter the study. The data obtained from this research are analyzed using descriptive statistics (mean, variance, standard deviation) and stanch statistics. The inferential statistics in this study are: Pearson regression and correlation. Findings: The findings of this study showed that there is a significant correlation between rejection, autonomy and performance, anxiety attachment, overvigilance, other directedness, avoidance attachment, and parenting style. In other words, there is a significant relationship between early maladaptive schemas and strong parenting styles ($p < .0001$). Conclusion: Each family uses a particular way in the individual and social development of their children, which are likely to be affected by their original cognitive patterns and their attachment styles.*

Keywords: *Early Maladaptive Schemas, Parenting Styles.*

INTRODUCTION

Psychologists have long argued that parental performance has a significant effect on the formulation of thoughts, behaviors and emotions of children. Based on the diathesis- stress model in psychopathology, many studies have examined the role of family factors as the underlying cause of the vulnerability of the individual.

Meanwhile, Piaget (1954) and WBB (1969) argue that parental performance creates and extends models within the organization's cognitive organization, called schema. These schemas act as lenses in the life of the individual, which form the person's interpretation, selection and evaluation of his experiences.

Following the cognitive theories of psychological vulnerability and borrowing from Piaget's point of view, Jeffrey Young has developed a theory of early maladaptive schemas. He refers to these schemas as "a structure or reference framework," structures that act as lenses to perceive an individual from the world of himself and others (Yang, 2005).

These schemas are formed during childhood experiences (which often have an internal impact on the child's life), and controls the individual's response to environmental events. Although these factors relate to society, school and peers are effective in shaping these schemes, their effect are not the same as the effect of family factors. The origin of these schemas is the main emotional needs including five areas: secure attachment to others (such as sense of security, stability and acceptance), autonomy, competition and identity, freedom of expression of needs and emotions, play and spontaneity, and reasonable constraints. The initial experiences of life (failing to meet the basic needs of over-satisfaction and replicating with the parents' inappropriate behavior) and the child's emotional temperament (the set of characteristics of the child that is inherent and distinctive of the child's early childhood personality) (Young, 1994).

Schemas arise in relation to five major developmental issues that it is believed that the child should successfully complete these assignments in relation to parents and the environment during their evolution. These five tasks are: disconnection and rejection; this category of schemas includes negative beliefs about relationships that may affect the expectations of one's relations and their conceptualization. Here the main belief is that the relationships are unreliable, invalid, and unattainable. Impaired autonomy and performance, this group primarily includes beliefs about oneself that make their individual weak, ineffective and helpless, and these schemas have important implications for individual self-esteem in different areas of life. Disruptive constraints, the schemas of this category are associated with appreciation, and attention to limitations in everyday life. Other directedness; this group of schemas focuses on ideas that only needs, desires and feelings of an individual are important. It also causes the separation of one from others and their rejection. Overvigilance and inhibition include unrealistic standards that relate to the tendency to focus on conditions, outcomes and negative behaviors, rather than conditions, outcomes, and positive behaviors (Shahamat, 2010).

Young Volgelsky assumed that satisfaction in close and friendly relationships was only seen when developmental needs were adequately met and adult needs were met, because each couple, in addition to schemas that relate to themselves, In the current connection, they also create schemas that are specific to this relationship. When needs are not met, there may be certain maladaptive schemas that affect sincere relationships (Zolfaghari et al., 2008).

Adolescence is the best period during a lifetime to rebuild psychosocial aspects. The formation of personal goals, values and beliefs is influenced by a variety of social contexts, such as inside the family, the school, and other groups in which teenagers grow. Parenting styles "are the combinations of parenting behaviors that occur in a wide range of situations and create a barren parenting atmosphere. Baumrind in his studies reveals three characteristics that make effective. It distinguishes itself from the less effective way of parenting.

These three features are: 1 - Close and close relationships, 2-control and 3-Independence. The interaction of these three characteristics is characterized by three parenting styles: authoritative, authoritarian, and lethargic. The authoritative style is characterized by acceptance and close relationships, adaptive control methods and proper independence. The authoritarian style in terms of acceptance and low-level relationships is high in terms of compulsory control and low independence. Permissive parenting style shows a decent and welcoming way, they are not expecting, and little control over the behavior of their children.

These parents allow their children to decide on their own choices, even if they are still unable to do this (Shahamat, 2010).

Baumrind described parenting practices and stated that different ways of childcare affect teens in different aspects of development. Parents in a descriptive manner tend to have a restrictive and stereotypical style, and also impose heavy constraints on the control of their children or adolescents. Conversely, parents have a high degree of admission without paying attention to the child, and there are very few children or adolescents in the demands and expectations. The authoritative parents have the ability to admit with some skills in adolescents, with their specific reasons that regulate the activity of adolescent teenagers. Researchers have pointed out that the authoritative and permissive parenting styles are the best kind of parenting styles that provide a variety of positive psychological outcomes for adolescents (Babapour et al., 2012).

Many studies have examined the relationship between parental styles and the performance of parents with symptoms of psychological disorders and disruptive behaviors. On the other hand, a large volume of research has examined the effect of ineffective schemas in psychological disorders. Considering the theoretical foundations concerning the importance of parental functioning in shaping the schemas, it can be deduced that parental styles contribute to the formation of maladaptive schemas. Therefore, the present study was designed and implemented to investigate the relationship between the early maladaptive schemas and childbearing styles among women referring to Zabol health centers.

Methodology

This study was a descriptive and correlational study. The statistical population of this study was women referring to health centers in Zabol. The sample size of this study was 330 women referring to health centers in Zabol. And the sampling method is random. Two questionnaires were used to collect information from the questionnaire in order to measure the early maladaptive schemas of parenting.

Young's early maladaptive schemas questionnaire

Young's early maladaptive schemas questionnaire was written by Young in 1990. The questionnaire with 205 questions is very time consuming that is difficult. For the sake of ease of use, Young in 1994 formulated a short form of the questionnaire. This questionnaire has 75 questions and is designed to measure 15 early cognitive maladaptive schemas. The following 75 questions in this questionnaire show the early maladaptive schemas, and schema content measured by these questions (Yang, 2005).

In the present study, the Yang Early Schema is used to measure the early maladaptive schemas of the referrals to health care centers.

The scoring method of the Yang's disjointed schema questionnaire is a 5-degree Likert scale (Yang, 2005).

In the study of Volubrn, all 15 subscales of the short form of the Schema Questionnaire had sufficient internal consistency. The Cronbach alpha was calculated for all schemas (0.76 to 0.93) (Barazandeh, 2005).

Diana Baumrind's Parenting Style Questionnaire:

The questionnaire was designed in 1972 by Diana Baumrind. 30 questions of this questionnaire measure three parenting styles: 10 authoritative methods, 10 permissive style questions, 10 autonomous questions, and the questionnaire response pattern is Likert scale.

The scoring method of this questionnaire is that the answers received in this questionnaire are based on a 5-point Likert scale, that they are graded from zero to four (Baumrind, 1991b).

In the research conducted by Danesh, Rezabakhsh, Bahmani and Saliminia (2011) on 345 female students of the Faculty of Literature and Foreign Languages of Karaj Islamic Azad University, the Cronbach's alpha coefficient for the permissive style was 0.76, for the authoritative style was 0.79 and for the authoritative style was 0.84 (Danesh, 2011).

After coordination with the health department of Zabol University of Medical Sciences and Zabol Health Center, we referred to these centers using the list of names of the existing health centers. The questionnaire used by the researcher was completed by interview method. It should be noted that before the completion of the questionnaire, oral explanations were provided for the speaker to complete the research process and its objectives by their satisfaction. Also, some people in our research community were educated, because of lack of time, they took the questionnaire to the house, they completed and presented it to the chef. The data obtained from this research were analyzed using descriptive statistics (mean, variance, standard deviation) and inferential statistics. Inferential statistics indexes in this research are Pearson regression and correlation.

Findings

According to Table 1, the findings are as follows:

The table above shows the correlation data between the standard and predictor variables. Based on this table, the correlation between rejection and autonomous parenting style is $r=0.170$, and the significance level is $p = 0.001$, $p < 0.05$, so there is a significant correlation between these variables.

There is a significant correlation between autonomy and performance and descendants' parenting styles ($r = 0.163$, and $p = 0.002$). Significance level shows a positive correlation that autonomy increases the autonomous parenting. There is a significant correlation impaired performance and autonomous parenting style ($r= 0.119$, $p<0.05$).

There is a significant correlation between anxiety attachment and permissive parenting style ($p<0.05$, $r= -0.097$), this correlation is inverse. Other directedness

There is a positive and significant correlation between other directedness and the authoritative parenting style ($p<0.05$, $r = 0.184$).

There is a positive and significant correlation between overvigilance and the authoritative parenting style ($p<0.05$, $r = 0.173$).

There is a significant correlation between anxiety attachment and authoritative parenting style ($p<0.05$, $r = -0.290$), this correlation is inverse.

There was a significant correlation between the avoidant attachment and the authoritative parenting style ($p<0.05$, $r = -0.229$), this correlation is inverse.

Table 1. Correlation values

Schemas and attachment	Parenting style		
	Authoritative	Permissive	Autonomous
Rejection	$r=-0/027$ $p=0/0314$	$r=0/067$ $p=0/113$	$r=0/170$ $p=0/001$
Autonomy and performance	$r=-0/062$ $p=0/132$	$r=0/010$ $p=0/430$	$r=0/163$ $p=0/002$
Impaired limit	$r=-0/044$ $p=0/215$	$r=0/089$ $p=0/054$	$r=0/119$ $p=0/015$
Other directedness	$r=0/184$ $p=0/000$	$r=0/046$ $p=0/202$	$r=0/049$ $p=0/189$
Overvigilance	$r=0/173$ $p=0/001$	$r=0/061$ $p=0/133$	$r=0/078$ $p=0/077$
Anxiety attachment	$r=-0/290$ $p=0/000$	$r=-0/097$ $p=0/039$	$r=-0/021$ $p=0/353$
Avoidance attachment	$r=-0/229$ $p=0/000$	$r=-0/014$ $p=0/399$	$r=-0/026$ $p=0/322$

Discussion Conclusion

The results of the study indicate that there is a direct and significant correlation between the impaired autonomy and performance and parenting style, the findings of this study is consistent with the findings achieved by Hassani (Hassani, 2012), Christina (Christina and Nina, 2012), Wright (Wright & et al., 2009), showed that the incidence and severity of the effective factors Parenting style. In those who are more crippled and discriminated, they are more likely to adopt a more authoritative parenting style. Parents who have the need for cutting and insistence, such as the need for security, stability, empathy and acceptance, had a tyrannical child-rearing style, that is, restricted control parents, who, with more control over their children, prevented their children from transforming themselves, and so that the children lost their decision-making power.

The results of the study indicate that there is a direct and significant correlation between the impaired autonomy and performance and parenting style, the findings of this study is consistent with the findings achieved by Beirami et al. (2012), they studied the relationship between the developmental roots (parenting practices) and the early maladaptive schemas in the Yang schema model, they concluded that autonomy and impaired performance, the individual's ability to separate from the family and independent performance are measured in comparison with those of the same age. Individuals whose schema is in this area who have expectations of themselves and their surroundings that impede their ability to distinguish themselves from the parent's symbol and achieve independent performance. The parents of these people did everything for them and strongly supported them, and sometimes, on the contrary, rarely took care of them. These findings are consistent with the findings achieved by Shahamat (2010), Hassani et al. (2012) and Wright et al. (2009).

The results of the research showed that there is a positive correlation between impaired limit and parenting style, which is consistent with Hassani colleagues, Shahamat and colleagues, Ryan et al. (2012), and Bobapur et al. (2012).

The results of the research showed that there is a significant correlation between the other directedness and parenting style, which are consistent with the results of Beirami et al. (2012), which shows that early childhood children learn that these needs and desires are important to others, not their own needs. The result of this action can be the basis for extending the initial schema of the initial domain of the domain, and is consistent with the results of Wright (2009), Wright et al. (2009).

The results of this study showed that there is a significant positive correlation between overvigilance and parenting style. This finding is not consistent with findings of Ghamkhatfard's (2012) research, nor is it consistent with the results achieved by Shahamat (2010).

Also, there was an inverted significant correlation between anxiety attachment and parenting style. The findings are not in line with the findings achieved by Su Re Lau et al. (2012), Miriam and Itziar (2012). Faramarzi and et al. (2013) showed that there is no significant difference between permissive and effective parenting styles. Also, Ghanbari Hashemabadi's findings (2011) show that there is a significant correlation between parenting style and attachment. In the Kordestani and colleagues' (2012) research, strict and authoritative parenting has an impact on attachment styles, its result is not consistent with this research.

It should be noted that sometimes excessive expectations of parents can also be harmful. However, permissive style, as expected, do not monitor the growth and development of their children, they don't consider the important aspects of growth.

Seventh hypothesis showed that there was a significant correlation between avoidance attachment and parenting style. So the hypothesis is confirmed. Alison et al. (2008) showed that there is no significant difference between the avoidance attachment and rejection parenting style. Our findings are not consistent with these findings. The results of the present study are not consistent with Miriam and Itziar (2012); whereas, the results are in line with the results of the present study.

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